



2019-2020 Perkins Reserve Grant
COMPETITIVE GRANT Application Due 5:00 p.m. CT, February 14, 2019

NOGA ID

Authorizing Legislation

Carl D. Perkins Career and Technical Education Act of 2006, P.L. 109-270, Title I, Part C, §112(a)(1)

Applicants must submit one original copy of the application **and** two copies of the application (for a **total of three copies of the application**). All three copies of the application **MUST** bear the signature of a person authorized to bind the applicant to a contractual agreement. **Applications cannot be emailed.** Applications must be received no later than the above-listed application due date and time at:

Document Control Center, Grants Administration Division
 Texas Education Agency
 1701 N. Congress Avenue
 Austin, TX 78701-1494



Grant period from

Pre-award costs are not permitted.

Required Attachments

No attachments are required to be submitted with this application.

Amendment Number

Amendment Number (For amendments only; enter N/A when completing this form to apply for grant funds):

Applicant Information

Organization CDN Vendor ID ESC DUNS

Address City ZIP Phone

Primary Contact Email Phone

Secondary Contact Email Phone

Certification and Incorporation

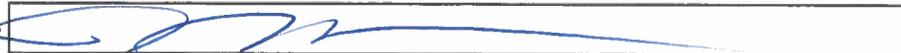
I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- Grant application, guidelines, and instructions
- General Provisions and Assurances
- Application-specific Provisions and Assurances
- Debarment and Suspension Certification
- Lobbying Certification

Authorized Official Name Title

Email Phone

Signature  Date

Grant Writer Name Signature  Date

Grant writer is an employee of the applicant organization. Grant writer is **not** an employee of the applicant organization.

2019-019320

701-19-104-010

Shared Services Arrangements

SSAs are **not permitted** for this grant. **Check the box below if applying as a fiscal agent.**

The applicant organization submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing fiscal agent and SSA member responsibilities. All participants understand that the written SSA agreement is subject to negotiation and must be approved before a NOGA can be issued.

Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
To enhance our Construction pathway, and provide an enhanced learning experience along with industry-based certifications within the construction field.	Provide additional instructional strategies, along with industry standard equipment, and utilize industry contacts and resources within our area.

SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

Enrollment within the Construction pathway will increase, and more real world relevant opportunities will be provided through hands-on projects leading to additional industry based certifications. Enrollment and certification numbers will increase 10% within the next five years.

Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

The first grant quarter will be assessed by analyzing whether there has been an increase in enrollment numbers by spreading the news of the opportunities now available within our construction pathway through counselors, CTE Specialists, along with staff and students.

Measurable Progress (Cont.)**Second-Quarter Benchmark**

The second quarter benchmark will be students who have participated within the hands-on projects as well as the number who have taken and passed their industry based certifications through the National Center for Construction Education & Research (NCCER).

Third-Quarter Benchmark

The final quarter benchmark will be assessing whether the additional initiatives have increased enrollment and course request numbers for the following year. Our final goal is to see an increase of Construction related course requests by 10% from the previous year at both campuses.

Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks do not show progress towards meeting your summative SMART goal, describe how you will use evaluation data to modify your program for sustainability.

We will consistently monitor data through students surveys as well as class enrollment numbers and trends. If these assessments indicate that we are not showing progress towards meeting our summative SMART goal, we will utilize input gleaned from our surveys as one of our resources in determining how we can better improve our program as well as increase investment from instructors, business and industry partners, and most importantly, students.

Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances.

Check each of the following boxes to indicate your compliance.

- 1. The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- 2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- 3. The applicant provides assurance that they will continue to meet all Statutory Requirements as outlined in their 2019–2020 Perkins Formula Grant, which is incorporated by reference.
- 4. The applicant provides assurance that curriculum will be appropriately aligned to regional labor market supported CTE programs of study.
- 5. The applicant provides assurance to adhere to all Statutory Requirements and TEA Program Requirements as noted in the 2019–2020 Perkins Reserve Grant Program Guidelines.
- 6. The applicant provides assurance to adhere to all Performance Measures, as noted in the 2019–2020 Perkins Reserve Grant Program Guidelines, and shall provide the Texas Education Agency, upon request, any performance data necessary to assess the success of the program.
- 7. **Focus Area 1** applicants provide assurance that they will submit a Memorandum of Understanding (MOU) detailing the relationship between the institute of higher education, the LEA, and business and industry partner(s) within 90 days of the grant start date. The MOU will establish joint decision-making procedures that allow for planning and implementation of a coherent program across the institutions. The partnership and the MOU must include provisions and processes for collecting, sharing, and reviewing student data to assess the progress of the students.
- 8. **Focus Area 1** applicants provide assurance that they and at least one representative from each required partner organization will attend all required conferences as described in the 2019–2020 Perkins Reserve Grant Program Guidelines.
- 9. **Focus Area 2** applicants provide assurance that any industry-based certifications supported through this grant are listed on the 2018–2019 or 2019–2020 Final List of Industry-Based Certifications of the A-F Accountability System.

TEA Program Requirements

1. **FOCUS AREA 1 APPLICANTS:** Identify partner organizations the applicant organization has collaborated with to implement the proposed project. Identify high-wage and in-demand occupations and CTE programs of study that lead to these occupations. Include and explain how regional labor market information was used in identifying and determining the CTE programs of study in collaboration with partner organizations.

[Empty response area for Focus Area 1 Applicants]

TEA Program Requirements

2. **FOCUS AREA 1 APPLICANTS:** Provide a design for at least one CTE program of study that spans secondary and postsecondary education and includes an appropriate sequence of courses that are aligned with high-wage and in-demand occupations identified by the local regional workforce board. The design must:

- Describe the commitment from all partners to assist with curriculum development to support relevant and frequent industry experiences for students participating in the program.
- Identify strategic partnerships that are already in place that provide an advantage in implementing the proposed project.

TEA Program Requirements

3. **FOCUS AREA 1 APPLICANTS:** Provide a sample crosswalk that identifies postsecondary coursework that would be required of a student in the program of study in order to complete a certificate or receive an associate degree from the partnering general academic teaching institution(s) within two to three years of graduating from high school. The crosswalk should align to higher education program of study curricula where applicable and also demonstrate how the project can lead to a bachelor's degree.

TEA Program Requirements

4. **FOCUS AREA 1 APPLICANTS:** Propose a sustainability plan to ensure that the applicant and partner organizations will continue to meet the goals of the grant after the end of the grant program.

[Empty response box for item 4]

5. **FOCUS AREA 1 APPLICANTS:** Identify and describe the operational capacity (i.e. dedicated personnel, advisory boards, data-sharing agreements) and recent track record of the identified grant intermediary in supporting key functions including work-based learning, cross-sector partnerships, collective impact initiatives, and multi-stakeholder grants.

[Empty response box for item 5]

TEA Program Requirements

6. **FOCUS AREA 2 APPLICANTS:** Identify industry-based certifications and programs of study for the proposed project. Include information provided by local workforce development boards, economic development organizations, and/or chambers of commerce to determine high-wage and in-demand occupations and programs of study that lead to these occupations. Include and explain how regional labor market information was used in identifying and determining the industry-based certifications selected.

In July of 2018, Brazosport ISD hired Hanover Research to explore the labor market within Brazoria County, TX as well as the Greater Houston area in an effort to identify high-demand industries in which we as a school district could offer new or expanded career and technical education programs with the goal of preparing students to be competitive within the labor market. As a result, Hanover Research derived a 10-year industry and occupational projections for the areas indicated from the Bureau of Labor Statistics and Chmura Economics and Analytics. Based on the analysis provided it was determined that Brazosport ISD should expand its current CTE programming for Architecture and Construction as this industry indicated a high growth demand within both the Houston and Brazoria County area. In the greater Houston area, there will be 337,854 projected total new Construction related job openings due to growth and turnover within the next ten years, along with 60,050 projected number of new Construction related jobs in the next ten years. This indicated a projected average annual growth rate of 2.1% with an average annual wage for 2018 being \$66,397. In the Brazoria County area, there will be 23,515 projected total new Construction related job openings due to growth and turnover within the next ten years, along with 4,744 projected number of new Construction related jobs in the next ten years. This indicated a projected average annual growth rate of 2.5% with an average annual wage for 2018 being \$74,592. The summary of labor market demand also indicated that Architecture and Construction was a high demand occupation requiring an Associate's Degree or less. As a result, Brazosport ISD would like to implement a more hands-on construction program that focus on establishing more partnerships with local employers such as Wood and Zachary to strengthen our CTE programs. Through these partnerships, students can participate in work-based learning experiences such as internships and apprenticeships. We would also incorporate requirements within the program for industry licenses such as National Center for Construction Education and Research (NCCER) certifications. These could include but not limited to the NCCER Core, NCCER Construction Site Safety Technician, and the NCCER Construction Technology. Funding could also be utilized to send teachers to training at our local Associated Builders and Contractors Texas Gulf Coast chapter testing facility. Instructors can participate in NCCER credentialing courses and services related to Construction Site Safety Technician, Project Management and Supervision, and additional craft training to name a few.

TEA Program Requirements

7. **FOCUS AREA 2 APPLICANTS:** Identify how many students will benefit from the grant funding and explain how offering of industry-based certifications will benefit students currently enrolled in the aligned CTE programs of study.

- If choosing to **certify a teacher in the industry-based certification to test students**, identify how many students will benefit from the grant funding and explain how this will benefit students.
- If choosing to **become a testing site**, the identify how many students will benefit from the grant funding and describe how becoming a testing site will benefit students in the LEA and within the region.

As mentioned above, based on current research, Architecture and Construction is indicated to be an area of high wage, high growth, and high demand within the Brazoria County area as well the Greater Houston area. Students obtaining their industry related certifications such as NCCER Core, NCCER Construction Site Safety Technician, and the NCCER Construction Technology will be better equipped and prepared enter straight into the workforce or be more successful in obtaining their Associates Degree from local community colleges within an Architecture and Construction field. Instructors can participate in NCCER credentialing courses and services related to Construction Site Safety Technician, Project Management and Supervision, and additional craft training to name a few. Utilizing this opportunity will maximize our resources on campus and prevent students from spending more time and money outside of the district attempting to obtain these crucial certification on their own.

TEA Program Requirements**8. FOCUS AREA 2 APPLICANTS:** Explain the process for paying for exams for students.

With the new NCCER Testing System, we as a district can purchase package test pricing where we prepay for tests and receive discounts through shop.nccer.org. We can buy packages of 100 tests with discounts starting at packages of 500. Using shop.nccer.org allows us to pay for your tests in advance, receive discounts and use purchase orders.

Important to remember:

Test packages do not expire

You can buy any combination of packages

Craft packages cannot be used on pipeline tests

You can switch from per test to package purchasing at any time within a month

There is no cost for recording completed Performance Profiles for Craft programs in the testing system.

This is the 1,000 Craft Test Package. By selecting this package, we will receive a 7% discount per test.

9. FOCUS AREA 2 APPLICANTS: Explain efforts that have already been made to ensure success during the grant period.

We have already reached out to business and industry partners in generating support for the programs. We have created a Signing Day to showcase internship opportunities within the Construction field. We have also been in contact and communication with the local Associate Builders and Contractors Association along with National Center for Construction Education and Research (NCCER), on what sequence and steps would need to be executed by the district in order to streamline the process for both instructors as well as students.

TEA Program Requirements

10. **FOCUS AREA 2 APPLICANTS:** Explain how the applicant organization will ensure that students are prepared for the industry-based certification exams.

In order to obtain NCCER Cards and Certificates teachers are required to review the documents and lists provided. If they have questions we have resource at Associated Builders and Contractors that will assist. Instructors receive training on the layout of providing NCCER curriculum and testing for certification exams. They also receive guidance on what to do if students may be missing a module in a level; such as missing all or part of CORE and therefore cannot receive Level 1 Welding Card and Cert until that is complete; they may have received a card previously from NCCER for completing a level and therefore no new card is issued (only 1 NCCER Card is ever issued; replacements cost \$10 through NCCER). They must also complete NCCER Registration and Release. They will use the online registration for a 'once and done' registration. NCCER will print the cards and certificates exactly as you submit them. When registering online the teacher will write down the student's NCCER card number in their records so that they have it for later reference. Once the students begins participating in the course, completing the modules, the instructor is provided training on how to keep accurate records of each completed module until they have completed all necessary modules and credentials. From here and passing on the hands-on assessment portion, at the end of the course students will have successfully completed the certification process and receive their credential. NCCER and instructor will provide students with a small wallet card with new NCCER Card # that they will take with them wherever they go in the Architecture and Construction industry.

11. **FOCUS AREA 2 APPLICANTS:** Identify strategic partnerships already in place that provide an advantage in implementing the proposed project.

We have already developed a strong relationship with our local Associated Builders and Contractors of the Gulf Coast area and through this they have provided resources on how we can efficiently and effectively support both our instructors as well as our students. They have given us a layout where to begin with obtaining the correct curriculum and getting set up within the registry, to certifying instructors to teach the curriculum, assigning roles within the registry, registering our facility as a training location, accessing sample tests and training videos to support testing system user training, how-to guides and resources along with purchasing exam packages. We have also developed a partnership with Wood Construction Group in creating an Apprenticeship opportunity. This will allow graduating seniors within the trades field to apply, interview, and obtain a position with their company with trade based tuition paid for, an employee growth and developmental program, along with a paid full time position within their company. We have also partnered with other local construction companies such as Zachary and Norrell Construction in formulating partnerships that include hands-on demonstrations, in class speakers, along with site visits to allow students to see real world, hands-on environments within these industries.

Equitable Access and Participation

Check the appropriate box below to indicate whether any barriers exist to equitable access and participation for any groups that receive services funded by this grant.

- The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this grant.
- Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>

PNP Equitable Services

Are any private nonprofit schools located within the applicant's boundaries?

- Yes No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

Are any private nonprofit schools participating in the grant?

- Yes No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

5A: Assurances

- The LEA assures that it discussed all consultation requirements as listed in Section 1117(b)(1) and/or Section 8501(c)(1), as applicable, with all eligible private nonprofit schools located within the LEA's boundaries.
- The LEA assures the appropriate Affirmations of Consultation will be provided to TEA's PNP Ombudsman in the manner and time requested.

5B: Equitable Services Calculation

1. LEA's student enrollment	<input type="text"/>
2. Enrollment of all participating private schools	<input type="text"/>
3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)	<input type="text"/>
4. Total current-year grant allocation	<input type="text"/>
5. LEA reservation for direct administrative costs, not to exceed the grant's defined limit	<input type="text"/>
6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)	<input type="text"/>
7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	<input type="text"/>
LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)	<input type="text"/>

Request for Grant Funds

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

PAYROLL COSTS (6100)

BUDGET

PROFESSIONAL AND CONTRACTED SERVICES (6200)

NCCER Instructor Certification Training

\$5,000

SUPPLIES AND MATERIALS (6300)

Hands-on Construction supplies and materials for Brazoswood High School
Hands-on Construction supplies and materials for Brazoswood High School
NCCER Curriculum and Subscription

\$7,500
\$7,500
\$10,000

OTHER OPERATING COSTS (6400)

CAPITAL OUTLAY (6600)

Total Direct Costs \$30,000

Indirect Costs

TOTAL BUDGET REQUEST (Direct Costs + Indirect Costs) \$30,000

Appendix I: Negotiation and Amendments (leave this section blank when completing the initial application for funding)

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the [Administering a Grant](#) page of the TEA website and may be mailed OR faxed (not both). **To fax:** one copy of all sections pertinent to the amendment (including budget attachments), along with a completed and signed page 1, to either (512) 463-9811 or (512) 463-9564. **To mail:** three copies of all sections pertinent to the amendment (including budget attachments), along with a completed and signed page 1, to the address on page 1. More detailed amendment instructions can be found on the last page of the budget template.

You may duplicate this page

Negotiated/Amended Section

For amendments: Choose the section you wish to amend from the drop down menu.

Negotiated Change/Amendment

For amendments: Describe the changes you are making and the reason for them. Always work with the most recent negotiated or amended application. If you are requesting a revised budget, please include the budget attachments with your amendment.

FOR TEA USE ONLY
Changes confirmed with _____ on this date _____
Via phone/fax/email by TEA staff person _____

FOR TEA USE ONLY
Changes confirmed with _____ on this date _____
Via phone/fax/email by TEA staff person _____

FOR TEA USE ONLY
Changes confirmed with _____ on this date _____
Via phone/fax/email by TEA staff person _____

FOR TEA USE ONLY
Changes confirmed with _____ on this date _____
Via phone/fax/email by TEA staff person _____

FOR TEA USE ONLY
Changes confirmed with _____ on this date _____
Via phone/fax/email by TEA staff person _____